

The Present Situation, Predicament and Outlet of "Political Economy" Teaching in Local Financial Colleges

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Abstract

Marxist economic theory is the theoretical cornerstone of the study of economic management majors in colleges and universities, which lays a theoretical foundation for the study of college students' professional courses, and points out scientific research methods. In recent years, colleges and universities have paid more attention to political economy, but it still needs further improvement. Based on the survey of local finance and economics colleges, this paper elaborates the teaching status of "political economy" from four aspects: curriculum offering status, teacher structure, teaching preparation and teaching methods, and finds five major difficulties in the current teaching process through the analysis of the status quo. In order to break through the dilemma, corresponding improvement measures are proposed from the three main bodies of schools, teachers and students to improve the teaching quality of political economy.

Keywords

Local financial institutions; Political Economics; Predicament and way out.

1. Introduction

Political economy is an important part of Marxist theory and the guiding ideology of building socialism with Chinese characteristics in the new era. However, since the 1990s, the important position of political economy in teaching and scientific research has been seriously impacted by western economics. The theoretical research and teaching of political economy are in a weak position of being "marginalized" and "self marginalized" The teaching of "Political Economics in Colleges and Universities" has encountered an embarrassing situation. "Western Economics", as a specialized basic course for economic management majors, has been offered in a large range, while some management majors in colleges and universities have been deleted or even not offered "Political Economics". In this context, it is of great significance for the times and practice to study the current teaching situation, existing problems and improvement measures of "political economy", so as to enhance the position of political economy in the economic discipline of colleges and universities.

As for the situation that the theoretical research, education and teaching of political economy in colleges and universities are declining, Zhang Zhongsheng (2018) believes that, on the one hand, it is affected by the changes in the international political situation, the transformation of the social and economic system, and the social trend of thought, on the other hand, it is affected by subjective factors such as lagging theoretical innovation, insufficient frontier tracking, and lagging textbook innovation. On the theoretical basis, the basic theory of political economy is "high and mighty" and the impact of western mainstream economics, and is restricted by the conditions of teachers and students in local colleges and universities; In terms of teaching content, the theoretical innovation and guiding role of contemporary Chinese Marxist political economy are not fully elaborated; In addition, in the postgraduate entrance examination, in many colleges and universities, "political economics" was canceled in the basic course

examination of theoretical economics, and only "macro and micro economics" was examined. The dominant position of western orthodox economics in Chinese colleges and universities was strengthened.

Scholars have put forward many suggestions on how to improve the position of political economy in theoretical research and education teaching in colleges and universities. In addition to restructuring the teaching material system and compiling innovative teaching materials of political economy that conform to the cognitive style of modern students, we should also cultivate a team of teachers with firm Marxist beliefs and solid theoretical skills; And we should adopt diversified teaching methods and forms. Kuang Aiping (2018) believed that the combination of "Problems+Topics+Topics" should be adopted to improve the teaching effect. Zhu Wenwei (2017) believed that only by reforming and innovating the teaching content, teaching methods and teaching means, and highlighting the practicality and usefulness of this course, can we get rid of the teaching dilemma. Song Yujun (2012) believed that to solve the dilemma of the "Political Economy" course, we should not only carry out teaching reform, but also handle the relationship between the "Political Economy" course and "Western Economics" and other courses.

Educators have a deep understanding of the current status of political economy education, and have made a lot of research, which plays an important role in promoting the status of political economy and provides a rich theoretical basis for this paper. However, the existing research is still fragmented, and researchers mainly think according to the situation of their own universities, without systematic and comprehensive investigation and exploration. Therefore, this paper has investigated 15 local finance and economics colleges and universities to fully understand the current teaching situation of "political economy" in colleges and universities, which provides a good practical basis for the next step to better study the improvement of teaching quality.

Taking the teaching of "political economy" in local financial and economic colleges as the research object, this paper investigates the curriculum, teacher structure Detailed information such as teaching methods has been collected. The information is authentic, reliable and representative, which can accurately reflect the current teaching situation of "political economy".

2. Current Situation of "Political Economy" Teaching in Local Finance and Economics Colleges

By sorting out the survey data of the corresponding departments of 15 local finance and economics colleges, this paper expounds the current teaching situation of "political economy" from four aspects: curriculum offering, teacher structure, teaching preparation and teaching methods.

Table 1. "Political Economy" Courses Offered in Local Financial Colleges

Total	Number	Credit	Credit hours	Credit	Whether all majors are open
3	3	2	32	16	Partial opening
4	2	3	54	18	Partial opening
	2	3	48	16	Yes
2	2	2.5	40	16	Yes
2	1	4	64	16	Yes
	1	4	60	15	Partial opening
1	1	6	96	16	Partial opening
3	1	4/3/2	72/54/36	18	Yes

	1	3/4	45/60	15	Partial opening
	1	2/3	35/51	17	Partial opening

2.1. Diversified courses

"Political Economics" is a professional basic course. In order to lay a good foundation for students, the course is set up in the first semester. The course credits vary from 2 to 6 credits, and the class hour arrangement ranges from 32 to 96. The class hours corresponding to each credit in different colleges and universities are different, ranging from 15, 16, 17, and 18 class hours from low to high. Therefore, even if the credit is the same, the total class hours will be different. Among the 15 universities surveyed, the "political economy" credits of 4 universities are all 3 credits, 2 credits are arranged by 3 universities, 2.5 credits are arranged by 2 universities, 4 credits are allocated by 2 universities, and 6 class hours and 96 credits are allocated by 1 university. Among them, 3 universities set different credits and class hours according to different majors, and more credit and class hours are set for majors closely related to economics, Management or other related majors are relatively few, or even do not offer this course. Among the surveyed universities, 9 colleges of economics (colleges of economics and management) offer "political economics" for all majors, while 6 colleges of economics offer this course only for some majors according to their professional conditions. The survey shows that in recent three years, some colleges and universities have made some adjustments to the class hours of "Political Economy". Some schools have reduced the class hours, and a few colleges and universities have adjusted the class hours according to different majors. In general, local finance and economics colleges attach great importance to "political economy", and the curriculum reform continues.

2.2. Younger teacher structure

Each university has its own discipline characteristics, such as applied economics, theoretical economics, management science, law and other advantageous disciplines. Different characteristics determine the discipline advantages of the university, so the allocation of teachers is different. According to the survey results, the largest number of teachers of "Political Economy" is a finance and economics college in Hunan Province, with 10 teaching members. Schools with a relatively thin teaching team are composed of 2, most of whom are from 4 to 7. A multi person teaching team can ensure that teachers can communicate with each other in the process of teaching tasks. In addition, the teaching staff of "political economy" in colleges and universities is relatively young, with more than half of the teachers under 45 years old, which also reflects the great potential of curriculum construction and development. The more active ideas of young teachers are easier to accept and grasp the teaching methods, teaching methods, teaching content and other teaching reforms.

2.3. Adequate teaching preparation

There are many versions of political economy textbooks, and different versions have different emphasis and styles due to different authors' ideas. With the continuous attention of the government and academia to Marxist theory, in recent years, colleges and universities have basically adopted the "Marxist theoretical research and construction project" version of textbooks. The textbooks are distinctive, theoretical analysis is in place, and closely combined with the practice of socialism with Chinese characteristics, Only 2 of the 15 universities use other versions of textbooks. At the same time, only a few colleges and universities in the survey implement separate proposition and develop teaching syllabus, while the rest adopt unified teaching syllabus and unified proposition assessment, so that the teaching progress can be synchronized and the learning situation of different classes and the teaching level of teachers can be compared. In order to ensure the consistency of the teaching process and content and improve the teaching quality, most colleges and universities have carried out centralized lesson

preparation activities, and fully discussed the teaching design, teaching methods and teaching content. One university has held a two-week teaching activity in the beginning of the semester, and some colleges and universities have carried out six collective lesson preparation activities, greatly improving the teaching quality.

2.4. Gradual renewal of teaching methods

As a traditional and centralized teaching method, classroom teaching has a relatively good effect and is conducive to face-to-face interaction between teachers and students. Therefore, many teachers mainly use offline teaching. However, with the continuous reform of curriculum teaching in colleges and universities, the teaching methods have been innovated. In addition, in order to meet the practical needs, some teachers have adopted the "Offline+Online" teaching mode. The combination of offline centralized teaching and online listening has enriched the teaching forms. During online teaching, teachers use various teaching platforms, such as "Tencent Classroom", "Pinning", and "Learning Pass" to teach. Although online platforms cannot teach face-to-face, they have irreplaceable advantages, such as signing in, publishing discussion questions, publishing learning materials, etc. Especially in the critical period of epidemic prevention, it played an important role in ensuring the correctness of learning and epidemic prevention. In offline classroom teaching, in addition to teaching content, teachers also intersperse various effective forms, such as classroom discussion and questioning, case listing, video watching, flipped classroom and other forms, to activate the classroom atmosphere, stimulate students' enthusiasm for listening and improve the teaching effect. Of course, in order to consolidate knowledge, most teachers assign and correct homework after class.

3. Five Predicaments in the Teaching of "Political Economy"

Although the current teaching situation of "political economy" is constantly improving, and colleges and universities continue to strengthen the importance of the curriculum and promote the construction and development of the curriculum, there are still some difficulties.

3.1. Relatively few class hours and monotonous teaching form

According to the survey, most colleges and universities have less "political economy" class hours, which makes it difficult to effectively and systematically explain the curriculum theory. More than 54 class hours can basically teach "socialist theory", less than 54 class hours can basically teach "surplus value distribution theory", and only "monopoly capitalism" can be taught as soon as possible. In order to teach students as much knowledge as possible in the limited class hours, teachers mainly complete classroom teaching in the form of lectures, while other forms of teaching activities are relatively few. Although rich teaching activities can activate the classroom atmosphere, enhance students' enthusiasm to listen to the class and improve the teaching effect, they are relatively time-consuming. Therefore, fewer class hours make teachers have to weigh, making the classroom teaching form relatively simple.

3.2. The courses are not offered in all majors of economic management

The object of this survey is the School of Economics or the School of Economics and Management of local finance and economics colleges. The survey shows that the management majors in the School of Economics and Management of some schools do not offer this course or the class hours are less than the economic majors. In addition, some schools have both economic schools and management schools, and comprehensive schools also have business schools. This survey did not involve management schools and business schools, but the author learned that management schools and business schools basically do not offer "political economy" courses. The major offered by the School of Management and the School of Business

basically belongs to the major of economic management. The author believes that it is necessary to offer the course of "political economy".

3.3. Large class teaching is difficult to ensure high quality

"Political Economics" As a professional basic course, the universality of the course is bound to face the distribution of teaching classes. Due to the limited number of teachers in the course group, one teacher brings several majors at the same time. In order to avoid repeated teaching, teachers usually adopt combined class teaching. The survey shows that 4 of the 15 colleges and universities are mainly based on combined class teaching, 2 colleges and universities are mainly based on teachers' personal needs, and 9 colleges and universities are mainly based on divided class teaching. The number of combined class teaching is generally 100 people, large teaching classes greatly affect the teaching effect. On the one hand, the larger teaching class makes it difficult for teachers to control the dynamics of the whole class during the teaching process; On the other hand, it is difficult to carry out rich teaching activities in the classroom, such as class group discussion, flipped classroom, etc., which makes it difficult for all students to participate, so some students have a fluke mentality to cope roughly.

3.4. Communication activities of the course team still need to be strengthened

There are multiple teachers of the same course who can form a course teaching group. The communication between teachers of the course group is to concentrate on preparing lessons. They can learn from each other about teaching methods and forms. They can also discuss obscure problems and strengthen their understanding of this problem, so that they can explain this part of the content to students more skillfully in class. In addition, the curriculum team can discuss the scope of the syllabus, the composition of the teaching content, and the innovation of teaching methods, so as to standardize the teaching organization and improve the teaching quality. However, many colleges and universities do not carry out centralized lesson preparation, or the number of centralized lesson preparation is very small, or simple informal communication among teachers has little effect.

3.5. Lack of theoretical research

A full and lively classroom cannot be separated from strong theoretical support. The teaching of "political economy" should combine the frontier research achievements of political economy at home and abroad, and pay attention to the inheritance and systematicness of Marx's political economy, so as to inspire students' interest and thinking. The theory of "Political Economics" is profound. If you want to teach this course well, you can only rely on textbooks and a few reference books to simply teach the theory. It is difficult to combine the reality of economic development with the theory. The accumulation of theoretical knowledge to a certain level will certainly enable the level of lectures to reach a certain height. Therefore, "political economy" teachers need to conduct theoretical research and combine scientific research with teaching. However, few teachers are engaged in both "political economy" teaching and political economy research. Although the current scientific research of political economy has made great progress compared with that before, many teachers in colleges and universities still prefer the scientific research work of applied economics.

As far as the School of Economics and Management in my university is concerned, the course group of "Political Economy" is composed of 7 teachers in total, but no teacher is engaged in the scientific research of political economy. The weakness of theoretical foundation is an important obstacle to the improvement of teaching level. Colleges and universities should encourage teachers, especially the corresponding teachers, to carry out political economy research, so as to improve both scientific research level and teaching ability.

4. Three Outlets for the Teaching of "Political Economy"

In the new era, "the study of political economy has great theoretical and practical significance". College students are the successors and builders of the country. Although the theoretical study of political economy is important, schools and teachers, as the platform and implementers of talent training, are shouldering their due responsibilities here. Therefore, as the three main bodies of teaching activities, schools, teachers and students need to play their respective roles in the improvement of the whole teaching quality.

4.1. The school further strengthens the safeguard measures

Colleges and universities are platforms for teaching and training talents. They provide software and hardware facilities for talent training, from human resources, financial resources, material resources to system guarantees. Colleges and universities need to do a good job in the following three aspects: (1) Consciousness guarantee. Colleges and universities should establish a firm consciousness and attach importance to the teaching and research of "political economy". On the one hand, we should attach importance to discipline construction and research, and cultivate an excellent team of "political economy" teachers; On the other hand, we should introduce relevant talents, increase the members of the curriculum team, expand the teaching team, cancel the large class teaching, and ensure that teachers avoid repeated teaching in small classes. (2) The guarantee of curriculum setting and the rationalization of curriculum setting. As an important course integrated with the concept of "curriculum, ideology and politics" in colleges and universities, "political economics" plays an important guiding role in college students' mastering Marxist theory, adhering to "road confidence", "theoretical confidence", "institutional confidence" and "cultural confidence", and is the theoretical basis for understanding socialist political economics with Chinese characteristics. The following improvement measures should be taken: First, relevant colleges should appropriately increase the class hours and credits of "political economy"; Second, economic management majors offer "political economy" courses in an all-round way. (3) Financial guarantee. Colleges and universities need to provide adequate financial support for discipline construction and teaching research, encourage teachers to conduct theoretical research and teaching research on political economy, and achieve the combination of teaching and research.

4.2. Teachers further improve the teaching process

Teachers play an irreplaceable role in teaching. The key to the quality of teaching lies in teachers, and the improvement of teaching level cannot be separated from teachers. First, improve the teaching mode. With the constant updating of teaching methods, teaching methods must keep pace with the times. Under the condition of traditional offline classroom teaching, supplemented by online teaching new methods, students can make full use of network media, so as to prevent students from spending more time outside the classroom in online leisure. First, carry out the "Online+Offline" hybrid teaching method. Set up Internet thinking, deeply promote the high integration of curriculum teaching and information technology, fully tap network resources, and modernize classroom teaching. The second is the combination of thematic teaching and "flipped classroom". According to the teaching content of the course, it is divided into several topics, and the traditional teaching method is changed to use "flipped classroom" to improve the enthusiasm and initiative of students. Third, excavate teaching materials. Fully collect teaching materials close to the reality of life, so that students can fully understand economic theory with the help of materials. Second, the preparation before class is sufficient. On the one hand, the school curriculum team regularly conducts centralized lesson preparation, formulates detailed syllabus and teaching plan, and face-to-face communication and learning between teachers. It can also use the network platform to conduct centralized communication, and share the knowledge points and formats (including documents, news,

pictures, videos, courseware, etc.) appropriate to the materials; On the other hand, colleges and universities should actively communicate with each other, establish a "platform for political economy discipline construction and teaching exchange", and actively participate in the seminar on curriculum exchange theory. Teachers need to take advantage of and create opportunities to go out of campus and seize all learning opportunities to improve their abilities. Third, improve the assessment method. The students' curriculum assessment results are composed of "usual scores+final paper scores". Basically, the proportion of most schools is 30% for ordinary scores and 70% for final paper scores. The usual scores include attendance in class, answering questions, listening performance in class, and completion of homework after class, etc. It is difficult to have a more standardized standard for score evaluation, and usually the scores are given at random. But in fact, students' usual performance is the reflection of their learning attitude, which determines the degree of their mastery of the curriculum. Therefore, it is necessary to strengthen the assessment of this part of the process, change the traditional single assessment mode, and use the network platform to assess students' classroom performance and homework after class. For example, teaching interactive software such as "Superstar Learning Link", "Rain Classroom" and "Tencent Classroom" can better grasp students' learning dynamics, so as to facilitate the supervision of students' learning.

4.3. Students give full play to their initiative

Students are the subject of course learning, the recipient of knowledge, and the future successors of building socialism with Chinese characteristics by using the theoretical knowledge of political economy. For the study of the "Political Economy" course, students need to take measures from the following two aspects: first, establish a correct learning attitude. Many students think that the "political economy" course is not important, not closely related to reality, and not related to their own majors. But this is a cognitive misunderstanding, and students need to reverse their cognition under the guidance of teachers. What political economics teaches students is not only knowledge, but also a kind of thinking logic and a research method. Second, change passive learning into active learning. Many students are not active in learning, which is a "push to go" type. Teachers put forward requirements in class and deal with them after class. If teachers' requirements are not strict or only requirements are not checked, students even ignore them. College students need to learn to study independently and have a sense of learning. Third, adapt to the new era of learning. In the new era of the rapid development of the Internet, learning is not only in books and in the classroom, but also can make use of online media. Complete the tasks assigned by teachers on the online learning platform, and use the media to focus on the frontier of discipline development, as well as new ideas and achievements of the discipline.

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